DOCUMENT RESUME

ED 287 233 EC 200 538

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TITLE PROVE Schools: The Extended School Day Program; A Study in Programming Philosophy & Direction.
INSTITUTION Proviso Area for Exceptional Children, SEJA #803, Maywood, IL.
PUB DATE 23 Apr 87
NOTE 31p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th , Chicago, IL, April 20-24, 1987).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Behavior Disorders; *Discipline Policy; *Extended School Day; High Schools; Program Descriptions; Punishment; Reinforcement; *Severe Disabilities; Special Schools
IDENTIFIERS *Detention

ABSTRACT

The paper describes the PROVE School, an alternative high school providing behavioral and academic programming using an extended school day concept for profoundly behavior disordered students in Proviso township, Maywood, Illinois. The extended day concept of crisis intervention (in which students are allowed to leave school for the day only when they demonstrate socially acceptable standards of conduct) is combined with a continuum of positive and negative consequences. Positive program components include a behavior modification point system, regular positive social reinforcement, and positive staff interaction on a one-to-one basis. Among negative approaches to programming are loss of points, time after regular school hours, and physical restraint when necessary. Program terminology is explained and includes "child finds" (to combat truancy), "late night and overnight coverage" (when students are required to remain after school hours), "activity coverage" and "good times" (reinforcing activities tailored to individual student preferences). The literature on the extended school day concept is briefly reviewed and results are given of a survey of 25 area alternative schools for the following: length of detention programs, after school programs, faculty meetings and parent meetings, and faculty compensation methods and future plans. Finally, present operational practices of the extended day programming are detailed for each of the program components. (DB)

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EXTENDED SCHOOL DAY PROGRAMS

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OF THE P.R.O.V.E. SCHOOLS OPERATED WITHIN PROVISO AREA FOR EXCEPTIONAL CHILDREN SEJA 803 MAYWOOD, ILLINOIS

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PROVE SCHOOLS

THE EXTENDED SCHOOL DAY PROGRAM

A Study in Programming Philosophy & Direction

Compiled and Prepared by the Staff of PROVE Schools

Under the Direction

of

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Proviso Area for Exceptional Children

SEJA #803

Maywood, Illinois

Presented at the 65th Annual

Council for Exceptional Children

at

Chicago, Illinois

on

April 23, 1987

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THE EXTENDED SCHOOL DAY
OF
PROVE SCHOOLS

INTRODUCTION

Philosophy of PROVE School

PROVE is an alternative school providing both a behavioral and academic program for the profoundly behavior disordered students within the Proviso Township Area.

The Extended School Day concept is "elastic" by design to provide a constant, crisis intervention modality within which to encourage positive growth, both behavioral and academic. This elasticity adds flexibility to the work day and thus allows staff the opportunity to design and implement 24 hour programming when the need arises. This prevents the student from being able to passively or aggressively resisting growth until "the end of the school day", due to the fact that there is no "end" under the Extended School Day concept. Students will be allowed to leave for the day when they demonstrate success, not when the "final bell" rings.

PROVE School adheres to a reality therapy approach to behavioral programming - often allowing natural consequences to serve as the reinforcer within the learning model. PROVE staff do not ignore a behavior in the hope that it will fade away. The use of a confrontation continuum is basic to the PROVE philosophy of behavioral readjustment. Combined with the positive reinforcement techniques used in the behavior modification/level systems, the two make a powerful impact tool in engineering behavioral readjustments.

The objectives in our programming focus are a combination of behavioral readjustment to socially acceptable standards of conduct and the remediation/continuation of academic progress.

To accomplish these ends requires a dedicated and committed staff of Certified teachers, Program Assistants and Social Workers. PROVE staff commit themselves to working with "hard core" students in providing a free public education.

The Extended School Day is an integral component of the PROVE program. The Extended School Day program is designed to serve as a tool that will allow staff to modify behaviors in a very short time period. Its effect has been demonstrated over the past 10 years, in that new students, formerly unable to function/relate successfully in a regular school setting are quickly assimiliated into the program structure and begin to show measureable changes/productive school work within a matter of days. The sheer fact that they are in attendance at all is a powerful demonstration of PROVE's immediate effect on student behavior.

Implementation of Philosophy:

As referred to earlier, the combined positive-negative approach to programming results in a powerful influence on the student decision making process. Students are constantly faced with making decisions regarding their academic, behavioral, and social/emotional environments. The Extended School Day influences this decision making process by rewarding good choices and by consequencing bad choices.
The starred (*) items listed above are components of the Extended School Day Program at PROVE School.

Positive approaches to programming within PROVE include, but are not limited to:
- the accumulation of behavior modification points on a regular, periodic basis (every 45 minutes);
* the development of midrange to long-range, contractual goals - (example: to lunch with staff; to a hockey game with staff); via use of earned behavior-modification "points";
* positive staff interaction on a one to one (1:1) basis;
* positive social interaction with peers and staff on a regular basis (activity nights, wilderness program, banquets, parent open houses, picnics, summer school);
* positive social competitive interaction within a controlled athletic program (CAAEL);
- regular positive non-verbal, verbal, and written reinforcement for academic progress (test scores, report cards, graduation ceremonies, etc.);
* other positive reinforcements, developed on an as needed basis by staff--such as "good times" after school.

Negative Approaches to Programming within PROVE follow a continuum of consequenses as outlined below:
- nonverbal communication of disapproval (stern look, etc.);
- verbal warning;
- loss of points (behavior modification);
* accumulation of "time-after-school" (detention) in regular, periodic increases (5-10-15-20 minutes....);
- loss of free time (recess);
* time after school -that may lead to an overnight stay;
- isolation from the program - "time out";
- physical restraint to prevent injury to self/others;
* physical collection to ensure attendance (child finds);
- through personal search, to insure a program safety.

Both approaches in behavioral programming are combined within an Individualized Education Program (IEP) designed with input from parents and staff, at a multidisciplinary staffing.

STAFF EXPECTATIONS -The Extended School Day

The Extended School Day requires an extraordinary committment to programming from all levels within the PAEC organizational structure, in meeting the unique needs of the profoundly behavior disordered population.

Individuals working in the PROVE program here within PAEC, are as unique and dynamic as the program itself. The staff make up a significant contribution to what the program itself will be. As such, individual staff members are expected to demonstrate above average commitment/dedication to the program. Quality programming depends upon this commitment.

Responsibility to tasks, both those assigned and those volunteered for is also expected of each staff member. Closure on task completion and adherance to goal dates and deadlines make everyone's job easier in the long run.

Staff members within PROVE are expected to utilize their individual talents and strengths within the concept of the Team approach. Each classroom is organized with a team consisting of a Certified Teacher, Program Assistant(s), and Social Worker(s). All team members share in the responsibility of providing the services outlined in each student's IEP. Each team member is expected to demonstrate the united front to students when implementing programming to meet the goals of the IEP, be they academic, behavioral, social or vocational goals. To facilitate this process, open, honest communication between staff team members is vital. Flexibility is also demanded. Constant vigilance and keen observation skills will aid all staff in the performance of their assigned tasks.

Staff are expected to demonstrate objectivity and professionalism in the decision making process.

Team work is expected in classroom operation, activity nights, late night coverage, child finds, behavior management techniques, etc.

Within the team operation the certified staff are responsible for all aspects of student programming, including academic development/planning and classroom behavioral climate. Program Assistants assist with the development and implementation of academic/behavioral programming.

Behavior management is also a shared responsibility in planning, implementing and communicating progress of individual and group programs.

DEFINITION OF TERMS - The Extended School Day

The terminology utilized within the PROVE program is sometimes confusing to those not familiar with the program or its day-to-day operation. Definitions are provided here to facilitiate a more complete understanding of the program focus and goals.

The Extended School Day:
Activities/programming that takes place outside of regularly scheduled school hours.

These activities/program components include:

Child Finds:
1. Early Morning Child Finds
2. Late Night Child Finds

Late Night Coverage

Overnight Coverage

Activity Coverage:
1. Activity Nights
2. Field Trips-Evenings
3. Sports Coverage-Weekends

Parent communication:
1. Late Night/Overnight
2. Annual Review (IEP) Meetings
3. Parent Group Meetings

"Good Times" - Late Night Coverage
1. 1:1 Activities
2. Group Activites

These specific Extended Day compontents are addressed in seperate sections later in this study.

Child Finds (Physical Collection):

To insure student attendance at school, child-finds (outreach) may be organized to actively look for students in their homes, communities, or other locations. These are always done with full parental cooperation: and in occasional cases, with the cooperation of local police personnel if safety considerations demand additional support.

A team of three or more staff are dispatched from school to look for the truant student. They have the most comprehensive information regarding the possible whereabouts of the truant student. Their objective is to return the student to school in the safest, easiest, least confrontive manner possible. Sometimes this can be done with simple verbal directions. At other times, this may require police assistance/back-up.

In order to achieve maximum results the child finds are conducted at varying times during the day/evening. They are planned to eliminate predictability and patterns from "tipping" the student to avoid coming to school with staff. The time a child-find is conducted gives rise to its designation as follows:

1. Early Morning Child Find:
   Conducted prior to normally scheduled bus times - from 6:00am to 7:30am.

2. Evening Child Finds:
   Conducted after school hours - 2:30pm to 9:30pm.

Late Night Coverage: (Time After School)

All staff are expected to cover their regularly assigned late night. The late night crew is responsible to Late Night Charge Staff (Principal/Program Chairperson).

Time After School can be spent in two different ways.
The student may be making up missed school work, or may be serving strict detention time for inappropriate behaviors.

Time After School may be as short as 60 minutes or may be as long as an "Overnight" stay at school.

Parents are notified when their child is to remain after school. Parents are made aware of this part of their child's IEP and are encouraged to support the school's effort to modify behavior using this technique.

Overnight Coverage:

When "Time After School" extends beyond 10:00pm, the student remains "overnight" at school.

Activity Coverage

The program at PROVE provides after school activities, as an alternative to often inappropriate after-school social activities - i.e. community violence via gang-activity; criminal activity - shoplifting; vandalism; etc.; or going home to an empty home (latchkey children) with no structured supervision. The after school activities include, but are not limited to:

1. Activity Nights:
   Activity Nights are formal, organized social functions. They are in-house, under staff supervision, and may include a variety of "fun" activities.
2. Field Trips-Evening:
   Field Trips are formal, staff-organized evening social events. They are out-of-house and may include such activities as hockey games, pro-basketball games, etc.
3. Sports Coverage-Weekends:
   The sports league that PROVE participates in for extra-curricular athletics is the Chicago Alternative Athletic Education League (CAAEL). The CAAEL conducts a weekend "State Tournament" within it's basketball program.

Parent Communication (Late Night, Annual Review, Parent Group)

Staff maintain a high level of communication with parents. Parents are notified in writing and by phone of related Prove activities, which may include their child staying after school. Also, parents are given the opportunity to meet with staff at a convenient time for formal annual reviews (IEP)and parent groups.

"Good Times" (Positive Late Night Coverage):

The positive counterpart of "Late Night-Detention" is "Good Times." These activities are arranged by staff to reward a student for contractual goal-achievement. The times are specifically tailored to meet student's wishes and are run at staff convenience. Such activities may include one-on-one pool, movies, etc. The activities are usually in-house type activities.

HISTORY-The Extended School Day

In the fall of 1976 PROVE High School opened its doors for the first time. The original program, now known as PROVE I served only high school boys, who had been identified as exhibiting severe behavioral problems. The opening of the school was the culmination of extensive planning efforts on the PAEC Governing Board and PAEC Staff. Following two years of successful operation, PROVE expanded by opening a school for girls (II); a school for younger high school boys (III); and a K-8 school (IV). PROVE currently serves over 170 students.

The problem faced could best be summed up as follows:

"How could the district provide an optimal education for students whose behavioral problems are so severe that the existing school programs for the behavior disordered were a unable to meet their educational needs within the regular school setting?"

These were students whose physical/verbal aggression could not be tolerated within the regular school setting. These were students with patterns of avoidance (truancy, drugs, running away) so severe that no one had reached them. These were students, whose withdrawal or disturbance could not be dealt with by less restrictive alternatives.

It was hypothesized that intensive service for these adolescents could lead to their greater happiness, greater productivity and greater social responsibility. The Proviso Area for Exceptional Children had long realized the difficulties inherent in educating the severely behaviorally disordered adolescent. The PROVE system was designed and featured the following elements:

- a consistent philosophy establishing the school as a benevolent power base in the lives of its students;
- a talented, dedicated staff;
- an administration that expected results but who would give staff the tools needed to do a very difficult job;
- innovative behavioral techniques - including The Extended School Day Program.

The purpose of this study is to focus on the Extended School Day program compenent within the overall PROVE therapeutic miliue.

REVIEW OF THE LITERATURE

A review of the literature produced little to shed light upon the pros or cons of utilizing the Extended Day concept as a behavioral management tool. The information that was extracted was generally supportive of a structured consequence system being coupled with a positive reward system to produce maximum behavioral changes. Both Braaten (1980) and Klein (1980) promote a sequence of procedures and consequences for prolonged or excessive inappropriate behaviors- the typical behaviors displayed by the profound behavior disordered population served by PROVE Schools.

Lovitt (1978) presents strategies for dealing with maladaptive student behaviors in his article, "Managing Inappropriate Behaviors". He contends that there is a more significant reduction in the occurance of inappropriate behaviors when positive reinforcement of acceptable behaviors is combined with techniques to "reduce inappropriate behaviors by giving something (such as an unpleasant consequence for frequent inappropriate behaviors) - "time after school" or "overnight-detentions"; or taking away something (such as the opportunity for reinforcement) - staying home & skipping school taken away via child finds. Lovitt (1978) is supported by findings published by The North Carolina State Dept of Public Instruction in the article, "Emotionally Handicapped Pupils: Developing Appropriate Educational Programs" (1977) which outlines techniques for handling temper tantrums, life space intervention (time after school), and time-out procedures.

Applying consequenses to behaviors, to shape the behavior along socially acceptable lines is also explained and promoted by Parks (1976) in his article, "Behavior Disorders: Helping Children with Behavioral Problems".

More recently, McCauley (1984) agrees with earlier research findings and presents "aversive and deprivation-based intervention approches" (time after school: child-finds: overnights) as useful, therapeutic tools with which to modify inappropriate behaviors.

To summarize, the literature does support the use of the Extended School Day techniques to reinforce positive behaviors and to consequence negative (inappropriate) behaviors.

A bibliography is included within in this report.

EXTENDED SCHOOL DAY - SURVEY OF AREA ALTERNATIVE SCHOOLS

Summary - Detention Programs/Length/Overnights & Child Finds (Outreach) Programs.

As can be seen from the table on the next page, of the 25 Alternative Schools surveyed (including PROVE) 11 schools, or 44% operate an after school detention program. Of that 11, only 2 have an "unlimited" length, or no time limit- those being Roberts Alternative School in Dekalb, and PROVE Schools. Only PROVE School provides for the Overnight option.

As noted earlier in this study, the Overnight option adds the demension of "elasticity" to alternative programming for behavior disordered students. The school day does not "end" until the student chooses to be compliant with staff requests. This puts all of the responsibility to change behavior exactly where it belongs - on the student. If he/she chooses to become appropriate, the school day will come to an end (after, or course, earned consequences -"time" - has been served). If the student chooses not to be appropriate/compliant the day goes on to the next, and on to the next...and on to the next...and on...!

From the same table, it will be noted that of the 25 schools surveyed, 13, or 52% of the alternative schools conduct active child finds (Outreach) programs. Of those conducting child finds 10 of the 13 utilize "in-house" staff to look for truant students, including PROVE schools. Only three (3) of the schools look for students outside of school hours: and of those three (3) only one (1) - PROVE - seeks out truants before (B), during (D), and after (A) school hours.

Extended Day Survey - Detention Program/Length/Overnights & Child Finds

File: ExtenDaySurvey

Report: ExtDaySvy

AltSchName & Dist #	DetenProg/Lngth/OvNt	ChildFinds-InHs/Out
AuroraEdCtr Pvt	no set policy	No
Bloom 306 Alt	Yes/1hr/No	No
Forest Day Sch Pvt	No	No
Glenbrook OC #225	No	Yes/Out-D
Hillside Acd. Pvt	No	No
KingsRdAlt #300	No	Yes/InHse-D
LakePark Cent.	Yes/2hr/No	No
LockportEdCentr Pvt	No	No
New Trier #203	No	Yes/InHse-D
OnCampus OPRF HS #200	No	Yes-InHs/B D A
PACE #205 Echo	Yes/1hr/No	Yes/Out-D
REAL Coop #234	No	No
RobtsAltSch/DeKalb	Yes/unlimtd/No	Yes/Out-D
STEP #214	No	No
ddAltSch #129	No	No
rBrkSch #140	Yes/6hr 2x/wk/No	Yes/InHse-D
SMA Indep #801	No	Yes/InHse-D
PROVE #803	Yes/unlimited/Yes	Yes-InHse/B-D-A
Washington SASSED	Yes/2hrs/No	No
MaineTwp East #207	Yes/1hr(4:00pm or Sat AM)/No	Yes/InHse-D
BehEdCent NSSED	Yes/6hr/No	Yes/InHse-D
IndResProg/#214	Yes/ 1hr / No	Yes/InHse-B/D
Pride/Arrow	None	No
Jefferson SASED	Yes/2hr+/No	No
TASK #111	No	Yes/InHse-D

EXTENDED SCHOOL DAY - SURVEY OF AREA ALTERNATIVE SCHOOLS

Summary - After School Programs/Days Scheduled/Types of Activity.

The table on the following page shows that of the 25 Alternative School programs surveyed, 6 , or 24% of the schools conduct some sort of after school activity program, NOT including CAAEL related activites (the sports league program).

Note: The CAAEL activities were not included since all schools participate in the athletic league and it is assumed that there would be some after school component to the athletic program - thus eliminating the need to include this in the survey.

Two programs operate instructional type programs outside of school hours - Todd Alt School Dist #219 -Career Education Program, and Bloom School Dist #306 DORS morning program. One school conducts Family Therapy after school hours on a regular basis (PRIDE/Arrow); and the other three (3) after school activity programs were found to be recreational/social in nature - SMA Independence School Dist #801: PROVE Dist #803: and Maine Twp-East Dist #207.

Maine Twp-East held the longest after school program, going until a 7:00 pm time limit. PROVE School was second in length with a 2 hour after school program (2:30-4:30).

Extended Day Survey - After School Programs/DaysScheduled/Types of Activity
File: ExtenDaySurvey
Report: ExtDaySvy

AltSchName & Dist #	AfterSchAct	DaySched/Length	Types of Activ.
AuroraEdCtr Pvt	None	na	None
Bloom 306 Alt	Yes	T Th /1hr	Choir/Cheerldg/DORSam/sports
Forest Day Sch Pvt	None	na	None
Glenbrook OC #225	None	na	None
Hillside Acd. Pvt	None	na	None
KingsRdAlt #300	None	na	None
LakePark Cent.	None	na	None
LockportEdCentr Pvt	None	na	None
New Trier #203	None	na	None
OnCampus OPRF HS #200	None	na	None
PACE #205 Echo	None	na	None
REAL Coop #234	None	na	None
RobtsAltSch/DeKalb	None	na	None
STEP #214	None	na	None
ddAltSch #129	Yes	M Th-1hr	CareerEd
rBrkSch #140	None	na	None
SMA Indep #801	Yes	M-F / varies	Recreational
PROVE #803	Yes	Th-2hrs	Recreational/social
Washington SASSED	None	na	None
MaineTwp East #207	Yes	M-F/varies-7:00	recreation/social
BehEdCent NSSED	None	na	None
IndResProg/#214	None	na	None
Pride/Arrow	Yes	M-F/1hr	Family Therapy
Jefferson SASED	None	na	None
TASK #111	None	na	None

EXTENDED SCHOOL DAY - SURVEY OF AREA ALTERNATIVE SCHOOLS

Summary - Faculty Meetings & Parent Meetings.

As was expected, all 25 Alternative Schools (100%) surveyed held regularly scheduled faculty meetings. Only one (1) school - Hillside Academy -Pvt., had a variable day schedule for meetings. All other schools held faculty meetings at the same times, and on the same days each week.

Meeting length varied, but the average meeting time length was found to be approximately 90 minutes. Two schools held "marathon-meetings" -those lasting up to three (3) hours in length!

PROVE School staff meetings are generally two (2) hours in length and are regularly scheduled for Thursday evenings- after staff return from transportation responsibilities following activity night programming.

Parent meetings were scheduled on a regular basis (same time & day/week) in 11 of the 25 programs surveyed (44%). The length of parent meetings averaged 90-120 minutes, and were generally scheduled on Mondays-Thursdays.

PROVE schools schedule parent meetings on Thursday evenings from 6:30 to 8:30 pm at the PAEC Center - Maywood, Il. Each week a different classroom-team is scheduled to activly encourage the parents/guardians to meet with them at the PAEC Center. This is in addition to such parent-staff meetings scheduled for a specified purpose, such as Open House, Annual Review Conferences, Parent-Teacher Conferences (Fall), or social functions - Thanksgiving Dinner, Christmas Party, Graduation Ceremonies & Awards Assemblies, etc.

Extenced Day Survey - Faculty Meetings & Parent Meetings
File: ExtenDaySurvey
Report: ExtDaySvy

AltSchName & Dist #	RequireFcltyMtg/Lngt	ParentMtg-Wk/Mo/Qrt
AuroraEdCtr Pvt	Yes/1.5hr-A W	No
Bloom 306 Alt	Yes/1hr-B Fri	No
Forest Day Sch Pvt	Yes/1.5hr-A T&Th	Yes-Wkly/1-2hr T
Glenbrook OC #225	Yes/2hrs-A W/F	No
Hillside Acd. Pvt	Yes/1hr-A Any	Yes/As Needed
KingsRdAlt #300	Yes/1hr+-A W	No
LakePark Cent.	Yes/1hr-A M&W	No
LockportEdCentr Pvt	Yes/2hr-A Th	No
New Trier #203	Yes-3hr/wk-1hr	Yes-Wkly
OnCampus OPRF HS #200	Yes/1hr-A T	Yes-Wkly/2hr M
PACE #205 Echo	Yes/1hr-A M	No
REAL Coop #234	Yes/1hr-A Th	No
RobtsAltSch/DeKalb	Yes/1hr-A Wed	No
STEP #214	Yes/2hr A M	Yes-Monthly/1hr Th
ToddAltSch #129	Yes/2hr-A T&Th	No
CirBrkSch #140	Yes/2-3hr F	Yes-Monthly
SMA Indep #801	Yes/1hr-A T&Th	No
PROVE #803	Yes/2hr-A Th	Yes-Wkly/2hr Th
Washington SASSED	Yes/1hr-A T&F	No
IneTwp East #207	Yes/1hr-BorA varies	Yes-Monthly/2hr
JehEdCent NSSED	Yes/1hr-A Monthly	Yes-Wkly/M-Th 1hr
IndResProg/#214	Yes/1.5hr-A M&T	Yes-Wkly Thr 2hrs
Pride/Arrow	Yes/1hr-A Mon	Yes-Wkly/1hr M-F
Jefferson SASED	Yes/1hr-A T&F	No
TASK #111	Yes/1hr-A M	No

EXTENDED SCHOOL DAY - SURVEY OF AREA ALTERNATIVE SCHOOLS

Summary - Compensation Methods & Future Programming Plans To Expand Extended School Day Programs.

Compensation methods were found to be of two types - monetary (steipends or hourly rates) and temporal (compensation-time -"comp-time"). The table on the following page indicates that 8 of the 25 programs (32%) have some sort of compensitory system in place.

PROVE school is amoung the 32%, and one of two programs who utilize the steipend method of monetary compensation.

The table also indicates that 3 of 25 (12%) programs plan to expand Extended School Day programming during 1986-87. One school was undecided as to future plans, and the remaining 22 school programs were planning no change in future programming, that is - neither an expansion, nor a reduction in services.

PROVE school is seeking ways to improve/expand Extended Day programming while maintaining program costs at current levels. Future federal/state/local finanical developments will directly influence future program planning/development.

Note:

Of the 24 schools surveyed, a number of them have received direct in-service or actual school development assistance from PROVE staff. Several programs were modeled directly after PROVE program components. Actual statistics were not available to these researchers.

In additional to this direct in-service, PROVE technique and practices have been widely publicized and actively promoted by Staff over the 10 years of it's existance. The influence of these factors can be seen in the program development of other alternative schools.

Extended Day Survey - Compensation Methods & Future Programming Plans
File: ExtenDaySurvey
Report: ExtDaySvy

AltSchName & Dist #	ExtDayCompMethod	FutureExtDayPlans
AuroraEdCtr Pvt	None	No
Bloom 306 Alt	None	No
Forest Day Sch Pvt	None	No
Glenbrook OC #225	None	No
Hillside Acd. Pvt	None	No
KingsRdAlt #300	None	No
LakePark Cent.	None	No
LockportEdCentr Pvt	None	No
New Trier #203	None	No
OnCampus OPRF HS #200	None	No
PACE #205 Echo	None	No
REAL Coop #234	None	No
RobtsAltSch/DeKalb	None	No
STEP #214	None	No
ToddAltSch #129	None	No
CirBrkSch #140	None	Uncertain
SMA Indep #801	Other staff	No
PROVE #803	Stelpend-Cert.&base-ProgAst	Yes
shington SASSED	XperHr Rate or Comp-time	No
.ineTwp East #207	Yes Stelpend	No
BehEdCent NSSED	Yes Stelpend 2,640/yr	No
IndResProg/#214	Yes-base or comp-time	No
Pride/Arrow	Yes-base salary	No
Jefferson SASED	Yes-HrlyRate	Yes
TASK #111	Yes/Hrly(12.50)	Yes

PRESENT OPERATIONAL PRACTICES EXTENDED DAY PROGRAMMING

From the information presented in the preceeding sections of the study, the reader can gather the extent of current operations in Extended Day Programming within PROVE School. PROVE conducts -

> detention programs ("time" after school);
> overnight detention ("overnighters");
> child finds (outreach);
> after school programs (activity nights: "Good-Times": Sleep-Overs: field trips: etc.)
> faculty meetings & parent meetings.

The reader has also been given some idea as to the basic structure (purpose/frequency/lengths/etc.) of the Extended Day program conducted within PROVE.

Operational practices have yet to be addressed. These are the methodologies that make PROVE the unique program that it curently is. As was noted earlier, 44% of the schools surveyed conduct a detention component within their programming. What is it that make's PROVE's detention methods unique? Of the schools surveyed 44% conduct parent meetings on a regularly scheduled basis. What makes PROVE parent programming unique?

The answers to these questions, and others that may occur to the reader, lie within PROVE's unique approach to methodology in operating the identified components of the Extended School Day program. How a program is conducted is as vital as the components which comprise the program. Some may argue that the operational practices are MORE important than the methods themselves. We will leave that issue to be debated by others.

The operational practices currently in place within the PROVE school Extended Day structure were partially detailed in the Definition of Terms section of this study. These practices will be expanded upon in this section.

Child-Finds (Physical Collection):

Students are picked up each morning by transportation staff (who in most cases -85%) are also PROVE Program Assistants. Should a student fail to come to school on the regular pick-up route, the child-find process begins.

The driver will contact PROVE staff immediately upon arrival at school. Staff will begin the telephone contact procedure to locate the student. In most cases, the student has either been called in ill by a parent or has contacted school stating that he/she has "missed the bus" and needs to come to school on "late-route". Late-route is the second chance to get to school. The Late-Route is developed so that one route is sent from each PROVE campus (Lombard and Stickney) to pick-up their respective students. Should a parent/student NOT make contact with school prior to late-route departure time (9:30am) the late-route driver will stop by the student's home and sound the van horn to signal a second pick-up attempt.

If the student fails to respond to the late-route pick-up signal the driver will notify the student's classroom team-staff upon return to school (approx 11:00am). The classroom-team staff are then charged with developing a child-find plan for presentation to the building Principal/PC. This usually is done within 10-15 minutes of notification. Once the Principal approves the child-find plan the child-find team (3+ staff) will carry out the child find. This can occur immediately upon approval (during -D- school hours) or after that school day (A), or the next morning before school (B). The plan always includes parental input and cooperation. In many cases this has been previously arranged and the parental input is competed with a quick telephone contact to notify them that the classroom team will be conducting a child-find for their child.

When in the community, the child-find Team is directed to use the safest means possible to bring the student into school. Sometimes, in extreme cases, this may require the involvement of local community police agencies, as "back-up" for the child-find Team. Parents are often actively involved in the child-find process, in that they provide information as to possible hiding/harboring locations that the student may use to avoid collection staff.

Once located, the student is always given the choice to come to school with no resistance being demonstrated on their part. The students generally come to school when given the verbal prompt to do so. The occassional student will resist, even in the face of staff members present and verbally encouraging the student to come quietly to school. These occassions require the efforts of all staff present to insure the safe physical collection and transportation of the student to school. These are the occasions where local police personnel may also be involved in the child-find operation. These occasions are the exception to the rule, but they do happen. Knowing the student well, gives the classroom team the advantage in pre-determining the proper child-find plan. It is always better to anticipate the worst, and to be prepared for unexpected student behaviors in the community - physical/verbal aggression; running from staff; etc.

Once the child has been located and return to school - this may take more than one attempt, or more than one day - the classroom team responsibility continues in that they must now process this avoidance behavior. Processing includes determining causes; demonstrating appropriate alternative choices to the avoidance behavior, and setting out consequences for the inappropriate avoidance behavior - truancy. The consequence is well established within PROVE practices, and students are very familiar with the consequence for skipping school. The student must complete all of the required school time for each week of attendance. This is 27.5 hours of appropriate student attendance at school.

Each minute, hour, day, missed must be made up in the "time-after-school-program". Once "time" has been completed to make up missd time, the slate is wiped clean and the student consequence is completed.

"Time After School"

The detention system operating at PROVE is called "Time". Students earn "time" in one of two ways:

1. > by displaying some inappropriate behavior -i.e.:lies: fighting; disrespect toward staff; scape-goating a student (teasing); not being prepared for class; etc. etc. The inappropriate behavior is always, at a minimum, consistant with the students' IEP-behavioral Individual Objective (IO). Other inappropriate behaviors not specifically outlined in the student's IEP can and will be consequenced with "time" if displayed by the student. For example, a student's IEP-behavioral IOs may not address the need to develop appropriate relationships with peers, but if they unjustifiably or malisociously teases another student (scape-goating) he/she will earn "time" for the act.

   "Time" earned in this manner is "straight-time".

   "Straight-time" is always served sitting in a student desk with feet flat on the floor (not crossed), and the hands folded -fingers intertwined - and laying on the desk-top. The students are directed to focus on an object straight in front of them and to not let there eyes "wander around the room" -eyes front! Desk tops are clear. Once the student assumes this position his/her "time" begins. If the student deviates from this position, or breaks the code of silence enforced in the "time-room", their "time" stops counting until they re-assume the proper manner of "serving time". If the student cannot immediately return to the proper manner of "serving time" they may: 1.) have "time-serving" stop; 2.) earn more "time"; 3.) be asked to leave the "time-room" ("time-serving" stops AND the student begins to "earn time" from the moment they left the room until they become appropriate and can return - minimum 5 minutes). When the student appropriately serves the earned "time" it is removed from the chalk-board in the "time-room" and in the classroom.

2. > by missing academic work/class time-(tardy, truant; etc.)
   This time is - "academic-time" / "school-time".
   "Time earned" in the manner must be "served" working on missed assignments.

Overnight Detention

"Time After School" if need be can go "overnight". If the "time earned" cannot be completed successfully by 10:00 pm the "time" becomes an "overnight" stay. This time was selected as a cut-off point. It is then too late to get home, and get the proper rest needed for the next school day.

There are several ways that the "time earned" can extend beyond 10:00 pm. The most common occurance happens when the student misses 2 school days. The "time" earned would then be 11 hours. Starting at dismissal (2:30) and counting forward, the time to leave would be 1:30 am, well beyond the 10:00 pm cut-off time. Another way of having "time" convert into an "overnighter" occurs if a student earns more "straight-time" than can be served in the time period between 2:30 pm and 10:00 pm (7.5 hours or 450 minutes). Still another way of "earning an overnighter" is to unsuccessfully complete all "time" by the cut-off -10:00pm. The final way a student may "earn an overnighter" is a "therapeutic - overnighter". These may happen for several reasons - the family is in crisis and the student needs some intervention time away from the home: the student has an important court/community appointment and needs PROVE assistance to insure attendance: the student may be having a medical test (EEG) that requires special conditions be maintained for test accuracy and the parent requires our assistance: the student has a history of involvement in community violence (gangs: thefts: etc.) and is in need of crisis intervention to insure his/her lack of participation: etc. "Theraputic overnighters" are arranged by the classroom team staff on an as needed basis, with approval by the building Principal/Program Chairperson.

"Overnighters" are conducted in a safe, reasonable, manner. The student is given dinner at the designated time (staff designated) and is given warm bedding (sleeping bags & phys.ed. mats) to sleep with. They are given breakfast and make use of the shower facilities in plenty of time to begin completing the rest of their "time" or just study quietly prior to the start of the school day.

Activity Nights

Activity Nights are designed with two purposes in mind. The first is to provide a socially acceptable alternative to inappropriate social involvement (gangs; etc.) while demonstrating proper social role-modeling for the students. The second purpose is to motivate the students to succeed at what they attempt, and to encourage them to attempt a challenging activity from time to time - a tournament; an obstical course; etc. The activities are designed with student input and are planned and implemented by staff.

Activity Nights should be designed to be fun! The most enjoyable ones bring staff and student together in a way that differs from the academic structure of the classroom. It allows bonding to develop between student and staff. It allows the student and staff to perceive each other in a different light - some times as competitors; sometimes as companions. The goals are always the same - to motivate a behavioral change to the appropriate. This is a positive portion of the total therapuetic atmosphere within the PROVE program.

Some activity nights are in-house. Some are out-of-house, and are called Field Trips. The purposes are the same. The social situations are different and the level of structure changes. The same rules apply - be appropriate or face consequences. However, the Field Trip group is selectively screened (behavior levels; % points earned; etc.) prior to departure. Field Trips are earned bonuses, and as such require planning and structure to meet the needs of the attending students.

Activity Nights are scheduled from 2:30-4:30 pm on Thursdays. The activities are generally recreational/social in nature, and have included the following specific examples of activities:

>student-staff athletic competitions-volleyball, basketball, softball.
>student-staff cooperative competitions - team pool tournaments; egg-toss for distance; trivia contests; etc.
>Field Trips - Bulls' basketball games; baseball games; etc.
>individual physical challenge courses -obstacle courses; skill courses; etc.
>fine/gross motor & hand-eye coordination activities - video game competitions; computer games; etc.
>social events - Christmas Party; Thanksgiving Dinner; etc.
>misc. - other events planned with staff creative ingenuity.

"Good-Times"

The concept of "Good-Times" has been basic to PROVE programming since its inception. The reinforcement of positive, appropriate behaviors using contracted goals and rewards is the basis of "Good-Times". Students contract with the staff to earn the right to remain after school for "Good-Times". These sessions are scheduled at staff convenience and when there are no conflicts with other meetings or facility usage conflicts. "Good-Times" coverage cannot conflict with staff-coverage needs for Late Nights.

Usually these are very small (1:1 or 2:1) ratio sessions with specific interest objectives - computer usage: shop projects: an outing to shop or dine-out; etc. The reward goal is selected by the contracting student. It may be as simple as getting staff to just sit and talk over problems, ideas and solutions. It is designed to motivate the student over intermediate to long range time periods. It provides a lesson in delayed gratification, a skill many of our students need to develop. "Good-Times" is the pinicale of the positive spectrum in programming for behavioral change.

"Good-Times" that are designed to last all night are called "Sleep-Overs" (the positive counterpart to "OverNighters"). These are best thought of in terms of the old-fashioned "slumber party". Movies, pizza, ghost-stories, gym usage time, staying up later, board-games, etc. make these activities highly motivating and especially powerful as positive motivators. "Sleep-Overs" occur on an as need basis, but generally only 2-3 times a school year, as the point goals are always long-range (2,000+ B-Mod Points.) "Sleep-Overs" are designed to include from 7-9 students, with 4-5 staff providing coverage

Faculty Meetings and Parent Meetings

These have been discussed in sufficient detail in earlier sections to provide the reader with the proper insight into their operational practices within PROVE.

Operational Practices - Extended Day Statistical Data

On the following page, a table is presented showing the frequency of occurance within the various components of the Extended Day program here at PROVE.

The first column of the table lists the number of students who have "served" late night "time". Obviously we have some students who learn the hard way and are "repeaters" in the "time-room" night after night.

The second column lists the hours "earned" and "served" by all students in PROVE Schools. Again this figure is cumulative in design, and represents alot of "time" served by "repeater" students. The figures also represent total time served. Much of the time is served concurrently with other students. (This is not "staff time" being reported.)

The table also lists in the third colunm, the number of "Overnighters"; and, in the fourth colunm, the number of Child-Finds conducted this year (Aug-Jan) for PROVE students.

The fifth column lists the number of students in Attendance for the Activity Nights conducted from August-January.

Finally, the sixth column lists the number of parent meetings (Thursday Evening Parent Groups only) that have taken place within PROVE for the first 6 months of 1985-86.

III IV ExtDay Stats
File: ExtDayStat
Report: ExtDayStats

Month	LateNights	TotalHrs	OverNights	ChildFinds	ActNight-#St	Parent Meetings
Aug	7	14		1		
Sept	230	478	5	4	100	4
Oct	475	981	10	7	266	3
Nov	336	653	5	6	265	2
Dec	259	511	13	5	194	4
Jan	316	589	9	8	147	4
Feb						
	1623*	3226*	42*	31*	972*	17*

SUMMARY & RECOMMENDATIONS - THE EXTENDED SCHOOL DAY

PROVE should continue to run an extended day program. The basic goals of such a program are best met by providing consistant consequences, both positive and negative, to reinforce appropriate choices by the student. It is extremely important that the students not have any "cracks" to fall through in PROVE programming that would reinforce inappropriate behaviors.

Child Finds should continue as a reinforcement for daily attendance at school. As the student develops in PROVE he will go through various stages of internalizing behavior. Initially the student who has experienced a PROVE child-find may come to school daily in order to avoid PROVE coming to collect him/her. As the student continues to grow, he/she will come to school because he realizes other students must attend school. Finally, upon complete and successful internalization, the student will come to school because it is the right thing to do -- i.e., the student realizes that attending high school is a requirement of society. It is correct for him/her to attend school.

Further, morning and evening child-finds should continue as a necessary tool for internally shaping a student's decisions to attend school on a daily basis.

In addition to negatively reinforcing inappropriate behaviors, it is equally important to reinforce and shape appropriate behavior with the positive portion of the Extended Day concept. The students' desperately need to experience appropriate socialization to counteract the current mode of social behaviors typical of most PROVE students -- i.e., gang involvement, misuse/abuse of drugs/alcohol, etc. For these reasons, it is a recommendation of this study is to continue the PROVE activity night, as outlined in earlier sections of this paper.

It is further suggested that a continuing effort be made to make more appropriate utilization of staff resources in this positive portion of the PROVE program. Constant attention should be given to maximize staff coverage of activity night. This should result in a coordination of staff available to provide coverage and transportation of students.

Likewise, for many of the aforementioned reasons, the consequence, or "time" portion of the Extended Day program should continue. A primary reason for keeping the late-night in tact is to strongly reinforce in students the desire to change anti-social, inappropriate behaviors to social acceptable, appropriate choices. PROVE prevents students from leaving school without successfully making closure on related behaviors. The motivation to make changes in behaviors arises in the student out of the realization that he/she will be held accountable for all behaviors at school. The end of the student's day comes at the successful completition of all PROVE activities. Serving "time-after-school" is a PROVE activity. To be successfully completed, the student needs to appropriately serve consequence "time". The student is in full control of determining when, or if, he/she will be allowed to leave school. There is no manditory closing of the school building. PROVE remains "open" as long as the student is in need of it's structure. This, therefore, works against the student remaining inappropriate, and knowing that at "3:10 pm" all staff will have to leave the building and take the students home. If the student's behavior remains inappropriate, "time-after-school" expands to allow the student to sit additional "time" in addition to the original consequence "time" to be served. In a "John-Deweyian" fashion, the student will learn by experiencing this "elasticity" in "time" that, "... if I continue to remain inappropriate in behaviors, I will continue to get additional time!" This can cause the student with one (1) hour of time to "earn time" up to and including an "Overnighter" if needed, to impose structure on the student's continuing to display inappropriate behavior.

- It is further suggested that continued attention be given to providing sufficent staff coverage of late night students. This should include a consious awareness of providing a "safe" late-night environment for both staff and students.

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